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ABSTRACT

For the United States perhaps the most pressing issue today is the need to increase the national capacity to understand and interact with the peoples and economies of Asia and the Pacific. The East-West Center (Honolulu, Hawaii) has undertaken a project in this direction, the Consortuim for Teaching Asia and the Pacific in the Schools (CTAPS). This project will develop an educational model, which will integrate more Asian-Pacific curriculum topics into the regular K-12 school program in order to prepare Hawaii's students to be competent citizens in a more complex and globally interdependent society. The underlying principles of the CTAPS program are: (1) focus on Asia/Pacific content; (2) collaboration among resource organizations; (3) focus on teachers; (4) a strategy of leadership team-building; (5) teachers as trainers of other teachers; and (6) access to resources statewide. One of the key elements of CTAPS design will include leadership training for the team through summer institutes, workshops, and curriculum study tours abroad. The other key element is the development of a central curriculum resource library and school-site resource libraries (maintained by the school CTAPS leadership team). The overall goal of the consortium is to provide leadership teams in schools with the capacity to: (1) provide a rationale for including Asia and the Pacific within existing curriculum guidelines; (2) provide leadership in the dissemination of teaching resources; and (3) plan and design a variety of staff development activities at different levels for their colleagues. (PPB)

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CONSORTIUM FOR TEACHING ASIA AND THE PACIFIC IN THE SCHOOLS (CTAPS)
EAST-WEST CENTER

PROJECT OVERVIEW

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Consortium for Teaching Asia and the Pacific in the Schools
(CTAPS)
East-West Center

Project Overview

Few would dispute the Pacific Era has begun. Perhaps this is most dramatically illustrated by a major shift in the world economy. Pacific Basin countries have 60 percent of the world's population and over 60 percent of gross world product, and these countries have accounted for two-thirds of the world's economic growth since 1960. United States trade with the Pacific is now greater than United States trade with the Atlantic. By the year 2000, scholars predict that East and Southeast Asia will account for as much of the Gross World Product as North America.

In this context, the East-West Center believes that for the United States perhaps the most pressing issue today is the need to increase our national capacity to understand and interact with the peoples and economies of Asia and the Pacific. The Center further believes that Hawaii--geographically and in many ways culturally and ethnically--is well positioned to contribute to this great task.

The East-West Center has undertaken a project in this direction, the Consortium for Teaching Asia and the Pacific in the Schools (CTAPS). This project will develop an educational model, which will integrate greater Asian-Pacific curriculum into the regular K-12 school program in order to prepare Hawaii's students to be competent citizens in a more complex and globally-interdependent society. Once refined, CTAPS is also expected to become a model for school systems across the country.

Project Background

The immediate origins of this project are found in a series of speeches by the Chairman and Chief Executive Officer of Castle & Cooke, Inc., Mr. David Murdock about the importance of the Pacific region to Hawaii's future. In a May, 1987, speech to the Maui Chamber of Commerce, Mr. Murdock stated that "Asian/Pacific studies should be an integral part of both pre-college and university education," and then set out to do something about it. After a series of meetings which included key state leaders, such as Governor John Waihee, Superintendent Charles Toguchi, and East-West Center President Victor Hao Li; as well as The Asia Society President, Robert Oxnam, Mr.

Murdock announced that Castle & Cooke, Inc., would provide $300,000 over a three-year period for a model project to improve the understanding of Hawaii's young people about the languages, cultures, politics, and economics of the Asia/Pacific region. The East-West Center agreed to match this amount, and the Hawaii State Department of Education agreed to provide an in-kind contribution in the form of teacher time and facilities. Finally, The Asia Society committed the services of its education department for making information about the project and its products nationally available. This model project was later named the Consortium for Teaching Asia and the Pacific in the Schools (CTAPS).

For the purposes of developing a plan for CTAPS, two workshops were held at the East-West Center on December, 1987, and April, 1988. There were nearly 40 participants, representing the community, business, sponsoring organizations, Asia/Pacific resource organizations, and classroom teachers. An overall plan for CTAPS was reviewed and endorsed by an Advisory Committee. What follows is a brief sketch of the project design that emerged from these workshops.

CTAPS Principles

Some of the underlying principles of the overall plan developed for the project are outlined and explained briefly below:

•**Focus on Asia/Pacific Content**. Given that the rationale behind the project is the emergence of the Pacific era, the content focus would obviously be the Asia/Pacific region. However, this content focus was not to be too narrowly defined, but rather should be interdisciplinary, including at the very least social studies, the humanities, language arts, and the study of Asian/Pacific languages.

•**Collaboration among Resource Organizations**. The project was to draw heavily on Hawaii's existing resources on Asia and the Pacific. In this sense, the project would serve as a "catalyst" to bring Hawaii's resources on Asia and the Pacific into a more accessible form for the schools. It would be a consortium-effort rather than the project of a single organization, and it was to make efficient use of existing human and material resources. The project's Advisory Committee would reflect the widespread nature of the effort, including representatives from schools, colleges, businesses and community organizations.

•**Focus on Teachers**. The key problem of the project was defined in terms of delivery of resources to the ultimate clients, Hawaii's students. This

notion included material resources as well as innovative teaching strategies. Research on educational change emphasizes the importance of teacher "ownership" of the change process. The decision was made to focus on teachers as the "delivery system" to students. This was to take the form of heavy investment in staff development and in-service programs. This was to be the primary activity of the project rather than alternative approaches such as curriculum development or working directly with students.

•**Team-Building Strategy**. Even in a state with a relatively small population like Hawaii, the problem of reaching all schools is a major difficulty. The strategy adopted was to work initially with selected school complexes (one high school, one feeder intermediate school, and one feeder elementary school). Within these school complexes, a leadership team of seven persons was to be built. The teams would be composed of classroom teachers, school administrators, and curriculum specialists. This team approach would (1) reinforce the collaborative nature of the project; (2) break traditional barriers such as grade level and subject matter; and (3) build a constituency within the school complex.

•**Teachers As Trainers of Other Teachers**. In order for the project to have a "multiplier" effect, leadership teams from school complexes would receive an intensive level of training, some of which they would pass on to their colleagues in the form of in-service training at two levels: awareness and skill-building workshops. Leadership teams would thus receive training in how to design and conduct staff development programs and by extension would be the "staff" of CTAPS within the school complexes.

•**Access to Resources Statewide**. One of the major concerns among those who participated in the discussions which preceded the founding of CTAPS was that the project would only be available to a "select" few. It was decided that the project should extend its resources as widely as possible, an at all school levels (K-12). It was decided that each of the Hawaii State Department of Education's seven geographically-based school districts (which include all the islands) would have at least one complex represented and that a sampling of private schools, which account for 17 percent of the enrollment statewide should be included.

CTAPS Overall Goal

With these principles as background, the CTAPS overall goal for its first three years of operation could be stated as follows:

Within three years CTAPS will develop leadership teams in public and private schools with the capacity to:

1) provide a rationale for including Asia and the Pacific within existing curriculum guidelines;
2) provide leadership in the dissemination of teaching resources on Asia and the Pacific; and
3) plan and design a variety of staff development activities at different levels for their colleagues.

CTAPS Design: Leadership Training Processes

The key elements of the CTAPS design are depicted in the attached Table. Here we will focus on describing three key components of leadership training: (1) summer institutes; (2) leadership team workshops; and (3) curriculum study tours abroad.

1) Summer Institutes. These could also be described as leadership training workshops. Approximately two months before the Institute, the newly selected Hawaii teams are invited to a one-day orientation program along with the participating school site principals and district administrators (some of whom may be team members as well). During the orientation process, the CTAPS approach, strategy, and expectations are explained, and the calendar is reviewed. We have found this orientation to be an essential part of our communication with the potential team members in order for us to make the best match between the project goals and the participants' expectations. Since participation in CTAPS on the part of educators is voluntary, team members are offered the option of non-participation, and can be replaced if necessary. In general, the demand to be part of a CTAPS team is greater than the number of places.

During the intensive two-week Institute program at the East-West Center, team members receive 80 plus hours of instructional contact which is divided relatively equally into three strands: (1) Asia/Pacific Content (lectures, media, panel, cultural events); (2) curriculum demonstrations (role playing, simulations, small group work); and (3) team-building processes (leadership skills, group processes, adult learning theory and practice, workshop design). The 1988 Summer Institute program is attached . Participants receive up to five units of graduate credit in education for participation in the Institute.

2) Leadership Team Workshops. Four times a year the Hawaii teams return to the East-West Center for follow-up programs of 1-1/2 to 2-

1/2 days duration. Teams participate in the on-going process of Leadership Team Workshops for at least two years and preferably three after attending a summer institute. During these workshops we estimate that there is an additional 50 plus hours of instructional contact per year. The three strands of Asia/Pacific content, curriculum, and team-building continue to be reinforced, and in a very real sense these team workshops are an extension of the leadership training that began with the summer institute.

3) **Curriculum Study Tours Abroad**. Once a team member has completed a summer institute, he/she is eligible to apply for a curriculum study tour to the Asia/Pacific region. While there is no doubt within CTAPS that the actual experience of travel to an Asia/Pacific country makes a significant and positive contribution to leadership development, it is not currently feasible to make this opportunity available to every team member. Moreover, since by necessity tours are done on a cost-sharing basis with participants contributing approximately $1,500 of the cost, it is unlikely that all team members will choose to participate.

CTAPS Design: Curriculum Resource Libraries

Along with a strong staff development component, CTAPS saw a need to make high quality curriculum materials more accessible to classroom teachers. Given the pressures of the teaching profession, it is not always possible to devote the necessary time to identify and locate first rate teaching materials. CTAPS has attacked this problem in two ways. First, it has created a central collection of materials, including commercially available and teacher-generated materials on Asia and the Pacific, which are generally availiable for a two-week loan period. These materials have been catalogued on a computerized data base and teachers can check the printouts to search for materials. The printouts are easily updated as new materials are added. In addition, a lesson plan file is available and now includes nearly 100 classroom lessons organized by country and topic. These lesson plans are duplicated for teams without cost. New materials are added to the collection after a review by CTAPS staff or scholars from the East-West Center or the University of Hawaii. A second approach to the problem of access to materials has been to require teams to house a small resource collection within their respective school complexes. These school complex resource libraries are developed with the consultation of CTAPS staff.

Project Dissemination

There are two levels of dissemination for CTAPS products and processes.

The first involves direct working relationship with mainland school districts., which are invited to apply to send teams to the Summer Institute. To date four mainland teams have participated in CTAPS: Iowa City, Iowa; San Marino, California; West Vancouver, British Columbia; and Yolo County, California At a second level, the project will be disseminated through participation in professional meetings and activities. These will include, but are not limited to, the Committee on Teaching About Asia of the Association for Asian Studies, the National Council for the Social Studies, and the Association for Supervision and Curriculum Development.

Project Staff

Dr. David Grossman leads the CTAPS project. Dr. Grossman has an undergraduate degree in Asian history, and Masters degrees from Harvard in East Asian Studies and Social Science Education. He received his Ph.D. in International Development Education from Stanford University. He came to Hawaii to lead the CTAPS project in 1988 from Stanford University, where he had spent the last 15 years developing projects in international education. In 1973, Dr. Grossman became the first coordinator of the Bay Area China Education Project, one of the earliest efforts to improve teaching about China in the U.S., after the Nixon visit there in 1972. In 1976, Dr. Grossman founded the Stanford Program on International and Cross-Cultural Education (SPICE), which developed a national reputation for producing high quality curriculum materials on Asia, Africa, and Latin America. In 1979 he co-founded the Bay Area Global Education Program (BAGEP), a regional organization designed to improve international education in the schools of the San Francisco Bay Area. In many ways BAGEP, which celebrates its tenth anniversary this May, serves as a prototype for CTAPS. In 1985, he co-founded and was part of the management of the California International Studies Project (CISP), which is funded by the California legislature. Using BAGEP as a model, CISP now funds nine regional consortia of universities, school districts, and world affairs organizations to improve international education at the precollegiate level. Dr. Grossman has lived in India and Taiwan, and has traveled extensively to the Asia/Pacific region, including numerous trips to the People's Republic of China. He has taught social studies in public schools, and been a co-director of a private alternative high school. He has received awards for his contributions to international education from the National Educational Association, the state of California, and Close Up Foundation.

Merle Doi, a resource teacher from the Hawaii State Department of Education, is serving as a liaison between the DOE and the CTAPS project. Ms. Doi holds a B.A. in History and Government from Sophia University in Tokyo, and her professional teaching certificate from the University of

Hawaii. Ms. Doi formerly taught Asian Studies at Farrington High School for seven years. In 1987-88 she was a exchange teacher in Japan under the auspices of the Ministry of Education. Ms. Doi will assist in monitoring the progress of the curriculum development. She also will be responsible for dissemination of project materials through the development of in-service programs throughout the state educational system.

In addition to the professional staff, CTAPS utilizes East-West Center grantees as project assistants. Because of the international composition of East-West Center participants (two-thirds come from Asia and Pacific countries, one-third from the U.S.), their involvement with the project adds an international component to the teams' experiences. At the same time, their participation in CTAPS allows these international students to have unusual access to experiences with the U.S. educational system and teachers.

Project Governance

The CTAPS project is formally located within the Student Affairs and Open Grants Program of the East-West Center and functions under the operating procedures of the Center in all administrative, fiscal and personnel matters. (The Center is described in more detail below.) Because CTAPS is a consortium serving a community outside the Center, an advisory committee has been formed with representatives from a wide spectrum of Hawaii's educational and business communities, who share a desire to improve education about Asia and the Pacific in the schools. Mr. David Murdock, Chairman and CEO of Castle & Cooke, Inc., and Mr. Charles Toguchi, Hawaii State Superintendent of Schools, serve as honorary co-chairs. In its advisory capacity, this committee reviews quarterly reports of CTAPS activities and meets annually. A smaller executive sub-committee meets three times a year, and its members are consulted on a regular basis with regard to project policies. The sub-committee members are Dr. Victor Hao Li, East-West Center President; Mr. Kengo Takata, Deputy Superintendent of Schools; Dr. John Dolly, Dean, College of Education, University of Hawaii; Mr. Kent Keith, President, Chaminade University.; Mr. Tim Plummer, Head, Education Department, The Asia Society; and Ms. Brenda Lei Foster, Executive Director, Pacific and Asian Affairs Council,